



2015-2016 HEAD START PROGRAM INFORMATION REPORT: PROPOSED CHANGES

New questions and questions with significant/restructuring changes include:
A.10-A.11; A.18; A.26; B.12; B25; B26; C36; C37; C41-C44; C47; C48; C50-C52; C58
- These questions are excerpted separately in this document for easy reference.
- Changes to A.10-11 and C58 will be implemented on the 2014-15 PIR form. All other changes will be implemented on the 2015-16 PIR, to give grantees and developers ample notice.

Funded enrollment at child care partner

Instructions and Definitions **Child Care Partners** - An individual child care center, umbrella organization operating multiple child care centers, child care resource and referral (CCR&R) network, or other entity with whom the Head Start program has formal contractual agreements to provide child care services to enrolled children that meet the Head Start Program Performance Standards.

Funded enrollment in child care partners may be through the center-based program option or through the family child care program option. A.10 only includes the center-based program option. The funded enrollment in the family child care program option is already reported in A.7. The system will calculate A.11, total funded enrollment in partners, by adding A.7 and A.10.

	# of children
A.10 Funded enrollment at child care partners in the center-based program option	
<i>Include only those children served through a partner organization; not those in your own program's extended day or wrap-around care.</i>	
A.11 Total funded enrollment at child care partners (A.10, center-based and A.7, family child care program options)	<i>System calculates total</i>

Family income

Instructions and Definitions Report each family's income at the time of a child or pregnant woman's initial enrollment into the program.

Family income is calculated as a percentage using the HHS Federal Poverty Guidelines (FPG) by family size. HHS releases the FPG every year. Divide a family's income by the FPG to determine the percentage.

For example, the FPG for a family of three in 2014 is \$19,790. A child applies for Head Start for the first time in 2014. The child, who is currently three years old, lives in a family of three and is determined to have a family income of \$15,900. Dividing \$15,900 by \$19,790 equals 80%. The child's family income at time of enrollment is "Under 100% FPG," and would be recorded in Box A.18.a below on the 2014-2015 PIR. If the child above returns to the program for a second year, the same information from when eligibility was determined for entering the program (in 2014) would be used to report on that child's family income for the 2015-2016 PIR.

In some cases, such as for children in foster care, programs may not have access to initial family income information. Count the family under A.18.d., Family income unknown.

HHS Federal Poverty Guidelines by year are available at <http://aspe.hhs.gov/poverty/figures-fed-reg.cfm>.

A.18 Family income for each enrollee when eligibility was determined for entering the program, as a percentage of the federal poverty line (FPG) for their family size:	# of children / pregnant women, when eligibility was determined for entering the program
a. Under 100% FPG	
b. 100-130% FPG	
c. over 130% FPG	
d. Family income unknown, e.g. foster child	

Ethnicity and race

Instructions and Definitions The Office of Head Start follows the U.S. Census Bureau in terms of data collection on race and ethnicity. Each family should choose how to report their own ethnicity and race to the program for enrolled children (and enrolled pregnant women, if EHS).

Each enrollee will be included in **both** an ethnicity category and a race category. For example, a family that self-identifies their child as Black and Cuban will be counted in the "*Black or African American AND Hispanic or Latino origin*," Box A.26.c-1 below. A family that self-identifies their child as Chinese and not Hispanic will be counted in the "*Asian AND Non-Hispanic Non-Latino origin*," Box A.26.b-2 below.

Ethnicity

Hispanic or Latino origin - A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of their race.

Race

American Indian or Alaska Native - A person having origins in any of the original peoples of North and South America or Central America, and who maintains tribal affiliation or community attachment.

Asian - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent.

Black or African American - A person having origins in any of the Black racial groups of Africa.

Native Hawaiian or other Pacific Islander - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Bi-Racial/Multi-Racial - A person of 2 or more races.

Other - A person reporting a race other than those listed.

Unspecified - A person whose race is unknown or whose parents declined to identify their race.

A.26 Race and Ethnicity		# of children / pregnant women	
		(1) Hispanic or Latino origin	(2) Non-Hispanic or Non-Latino origin
a. American Indian or Alaska Native			
b. Asian			
c. Black or African American			
d. Native Hawaiian or other Pacific Islander			
e. White			
f. Biracial/Multi-racial			
g. Other			
1. Explain:			
h. Unspecified			
1. Explain:			

Child development staff – ethnicity and race

Instructions and Definitions The Office of Head Start follows the U.S. Census Bureau in terms of data collection on race and ethnicity. Each staff person should choose how to report their own ethnicity and race to the program.

Each staff person will be included in **both** an ethnicity category and a race category. This includes classroom teachers, assistant teachers, home-based visitors, and family child care providers. For example, a staff member that identifies as Black and Cuban will be counted in the “*Black or African American AND Hispanic or Latino origin*,” Box B.12.c-1 below. A staff member that identifies as Chinese and not Hispanic will be counted in the “*Asian AND Non-Hispanic Non-Latino origin*,” Box B.12.b-2 below.

Ethnicity

Hispanic or Latino origin - A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of their race.

Race

American Indian or Alaska Native - A person having origins in any of the original peoples of North and South America or Central America, and who maintains tribal affiliation or community attachment.

Asian - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent.

Black or African American - A person having origins in any of the Black racial groups of Africa.

Native Hawaiian or other Pacific Islander - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Bi-Racial/Multi-Racial - A person of 2 or more races.

Other - A person reporting a race other than those listed.

Unspecified - A person whose race is unknown or whose parents declined to identify their race.

B.12 Race and Ethnicity		# of non-supervisory child development staff	
		(1) Hispanic or Latino origin	(2) Non-Hispanic or Non-Latino origin
a. American Indian or Alaska Native			
b. Asian			
c. Black or African American			
d. Native Hawaiian or other Pacific Islander			
e. White			
f. Biracial/Multi-racial			
g. Other			
1. Explain:			
h. Unspecified			
1. Explain:			

Family and community partnerships staff qualifications

Instructions and Definitions Include all family service staff, both part-time and full-time, regardless of the funding source for their salary.

Include family service staff shared by Head Start and Early Head Start programs on the PIR of the program in which the majority of their time is spent.

For B.25, count each staff member only **once** by the highest level of education completed. Separately, count any staff with a family-development-related credential (regardless of highest degree completed) in B.26.

Examples:

- A family worker with a baccalaureate degree in social work who does not have a family-development-related credential would be counted in B.25.b-1, but not counted in B.26-1.
- An FCP supervisor with a related associate degree and a family-development-related credential would be counted in B.25.c-2 and in B.26-2.
- A family worker whose highest level of education completed is a family-development-related credential would be recorded in B.25.d-1 and in B.26-1.

Related Degree - Is an advanced degree, baccalaureate degree, or an associate degree with a major in such fields as social work, sociology, psychology, family studies, counseling, family development, family systems theory, or human resources development.

B.25 Of the family & community partnerships (FCP) staff, the number with the following as the highest level of education completed—	(1) # of family workers	(2) # of FCP supervisors
a. A related advanced degree		
b. A related baccalaureate degree		
c. A related associate degree		
d. A family-development-related credential, certificate, or license		
e. None of the qualifications listed in B.25.a through B.25.d above		

Of the staff in B.25.e above, the number enrolled in:		
1. A related degree at the associate, baccalaureate, or advanced level		
2. Studies leading to a non-degree credential, certificate, or license that is family-development-related		

	(1) # of family workers	(2) # of FCP supervisors
B.26 Of the family & community partnerships staff, the number with a family-development-related credential, regardless of highest level of education completed		

FAMILY AND COMMUNITY PARTNERSHIPS

Instructions and Definitions The following questions refer to the families of children and pregnant women enrolled in Head Start and Early Head Start.

Parents/guardians – Throughout this question (except for C.36 and C.37), include the biological or non-biological person(s) identified as the primary caregiver(s). Include, for example, custodial grandparents, stepparents, guardians, and foster parents.

Number of families

Instructions and Definitions Count families, not children. Families with more than one child enrolled should be counted only once. Count dual-custody families as two families.

	# of families at enrollment
C.35 Total number of families:	
a. Of these, the number of two-parent families	
b. Of these, the number of single-parent families	

C.36 Of the number of two-parent families, the number in which the parent/guardian figures are best described as:	# of two-parent families at enrollment
a. Parents (biological, adoptive, stepparents, etc.)	
b. Grandparents	
c. Relatives other than grandparents	
d. Foster parents not including relatives	
e. Other	
1. Specify:	

C.37 Of the number of single-parent families, the number in which the parent/guardian figure is best described as:	# of single-parent families at enrollment
a. Mother (biological, adoptive, stepmother, etc.)	
b. Father (biological, adoptive, stepfather, etc.)	
c. Grandparent	
d. Relative other than grandparent	
e. Foster parent not including relative	
f. Other	
1. Specify:	

Federal or other assistance

	(1) # of families at enrollment	(2) # of families at end of enrollment year
C.41 Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance for Needy Families (TANF) Program		
C.42 Total number of families receiving Supplemental Security Income (SSI)		
C.43 Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)		
C.44 Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps		

Job training/school

Instructions and Definitions Count each family only **once** in the appropriate category according to their status at the time of enrollment.

C.47 Of the total number of all families, the number in which one or more parent/guardian:	# of families at end of enrollment year
a. Completed high school or was awarded a GED during this program year	
b. Completed an associate degree during this program year	
c. Completed a baccalaureate or advanced degree during this program year	

	# of families at end of enrollment year
C.48 Of the total number of all families, the number in which one or more parent/guardian completed a job training program, professional certificate, or license during this program year	

Family services

Instructions and Definitions Families may be counted in more than one category if more than one type of service was identified/received.

In Column 2, include families that received services directly through the program or through program referrals. In terms of services, please count only those families that actually received the services, not those that were referred and either did not go or were not yet able to receive the services due to denial or postponement.

Families who attend educational presentations on the items clearly labeled as education may be counted as receiving the relevant type of education service. Informational brochures and pamphlets distributed to all families are not counted in the PIR.

New category: Asset building services enable individuals and families to learn about and use sound family budgeting and money management practices to address financial issues and to plan for long-term success. For more information on key asset building strategies, see [“ACF-IM-HS-11-05: Early Childhood Education, Financial Stability, and Asset Building Strategies for Families with Young Children.”](#)

C.50 Types of family services	(1) # of families with an expressed interest or identified need during the program year	(2) # of families that received the following services during the program year
a. Emergency/crisis intervention such as meeting immediate needs for food, clothing, or shelter		
b. Housing assistance such as subsidies, utilities, repairs, etc.		
c. Mental health services		
d. English as a Second Language (ESL) training		
e. Adult education such as GED programs and college selection		
f. Job training		
g. Substance abuse prevention		
h. Substance abuse treatment		
i. Child abuse and neglect services		
j. Domestic violence services		
k. Child support assistance		
l. Health education		
m. Assistance to families of incarcerated individuals		
n. Parenting education		
o. Relationship/marriage education		
p. Asset building services (such as financial education, opening savings and checking accounts, debt counseling, etc.)		
C.51 Of these, the number of families who received at least one of the services listed above		

Father engagement

Instructions and Definitions This section examines the participation of father/father figures across program activities open to all parents/guardians. (Note: prior to the 2015-2016 program year, the PIR included a different section called "Father involvement" that asked programs to report on activities that had a specific focus ONLY on fathers or father figures. This section on "Father engagement" is different, asking more broadly about father/father figure participation in program activities.)

C.52 Number of fathers/father figures who were engaged in the following activities during this program year:	# of father/ father figures at end of enrollment year
a. Family assessment	
b. Family goal setting	
c. Involvement in child's Head Start child development experiences (i.e. home visits, parent-teacher conferences, etc.)	
d. Head Start program governance, such as participation in the Policy Council or policy committees	
e. Parenting education workshops	

Collaboration agreements and community engagement

Child care partners

Instructions and Definitions **Child Care Partner** - An individual child care center, umbrella organization operating multiple child care centers, child care resource and referral (CCR&R) network, or other entity with whom the Head Start program has formal contractual agreements to provide child care services to enrolled children that meet the Head Start Program Performance Standards.

Examples: if a Head Start program has three formal contractual agreements with three separate family child care providers, then they would record three partners. If a Head Start program has one formal contractual agreement with a family child care network, but no direct formal agreements with individual family child care providers, then the program would record one partner.

	# of formal agreements
C.58 Total number of formal agreements with Child Care Partners during the program year	
a. Of the Child Care Partners, the number of formal contractual agreements made void or broken during the program year	